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ABSTRACT

The Vocational and High School Equivalency Bilingual Program is a basic bilingual secondary education program conducted at Park West High school in New York, New York. The program helps limited English proficiency (LEP) students develop their English language skills so that they can participate effectively in mainstream classes and prepare to take a meaningful part in the labor market. This is done by providing English as a second language (ESL) and bilingual instruction, and then gradually increasing English usage in content area instruction until the student can be mainstreamed. During 1983-84, the first year of funding, the program provided instruction and support services to 145 Hispanic LEP students in Grades 9-11. Because of entry criteria (extremely low or non-existent English proficiency), most program students were recent immigrants with diverse cultural and immigration histories. An evaluation of the first year found that the program appears to be fulfilling its objectives. Student achievement objectives were met in English language development, in native language performance, in the fall semester mathematics classes (but not in the spring classes), and in attendance. (KH)

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PARK WEST HIGH SCHOOL

BILINGUAL AND HIGH SCHOOL EQUIVALENCY PROGRAM

1983-1984

OEA Evaluation Report

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith Stern Torres, Senior Manager

Grant Number: G00-830-2133

PARK WEST HIGH SCHOOL

BILINGUAL AND HIGH SCHOOL EQUIVALENCY PROGRAM

1983-1984

Principal:
Mr. Edward Morris

Project Coordinator:
Mr. Peter Miranda

Prepared by the
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A SUMMARY OF THE REPORT

Park West High School's Vocational and High School Equivalency Bilingual Program is a basic bilingual secondary education program funded for academic year 1983-84 as a continuation grant under the provision of the Elementary and Secondary Education Act (E.S.E.A.), Title VII, with additional funding provided by other sources. The purpose of the program is to help limited English proficiency (LEP) students develop their English language skills so that they can participate effectively in mainstream classes and prepare to take a meaningful part in the U.S. labor market. This is done by providing English as a second language (E.S.L.) and bilingual instruction, and then gradually increasing English usage in content-area instruction until the student can be mainstreamed. The program functions as a "mini-school" within the organizational structure of Park West High School, and provides the overall job and career orientation that the school would normally provide to its English-speaking students. Students further their training and awareness of U.S. culture by participating in program-sponsored career and cultural activities, in addition to required and elective courses.

Students' eligibility for the program is determined on the basis of Language Assessment Battery (LAB) scores, plus teacher interviews and placement tests in each language. Linguistic ability determines placement in English and Spanish courses; overall graduation requirements determine placement in content-area courses. As students advance in their English proficiency, the number of E.S.L. courses decreases, the number of courses taught in English increases, and the use of English in courses taught bilingually increases. Because of the program's mainstreaming policy, students are retained only as necessary to become English proficient.

During 1983-84, the program provided E.S.L. and bilingual instruction (where possible) and support services to 145 Hispanic LEP students in grades nine to eleven. Because of entry criteria (extremely low or non-existent English proficiency), most program students were recent immigrants with diverse cultural and immigration histories. Their English proficiency ranged from the most elementary level to a relatively advanced or transitional level. About 60 percent of the students were male, and a similar percentage were overage for their grade.

As in previous bilingual programs at the school, the curricular emphasis was on career orientation, and this was incorporated into most of the classes as well as into extracurricular activities. Students reported considerable satisfaction with the career awareness component and made regular use of the program's resource room services in planning their futures. Several classes were observed by members of the evaluation team, and in most instances the teacher's classroom technique appeared to be effective and the students seemed enthusiastic and involved. Most of the classes took place in partitioned open areas that were not enclosed,

however, and there was some disturbance from nearby classes and from other traffic in the area.

The program structure is similar to that of previous bilingual programs in the school, although the program has greater autonomy than before. The bilingual coordinator is fully responsible for all aspects of program implementation, but is contractually prohibited from supervising teachers, a job which falls to the assistant principals for the content areas. The program is also served by a secretary, family assistant, educational assistant, and a resource specialist. In general, the teachers are licensed in the areas in which they are teaching, and have extensive experience in dealing with LEP students, and seemed both competent and dedicated to their students. Staff development activities were fairly extensive.

Guidance services were limited because of lack of staff, and were provided to program students by the Chapter I guidance counselor with the assistance of the bilingual family assistants, resource specialist, grade advisor, and project coordinator. Academic and career counseling were provided by the bilingual resource specialist and the grade advisor. Both school and outside referrals were made, and family contact was done primarly by the family assistant. Parent involvement also occurred in the form of parent education via an "open school" twice a year and a yearly orientation meeting.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST]); mastery of the native language (Interamerican Series, La Prueba de Lectura); mathematics (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement data indicates that:

--In both the fall and spring, students exceeded the program objective by mastering more than one CREST objective per month of instruction.

--Students pretested and posttested on La Prueba de Lectura showed statistically significant gains.

--The overall passing rates in mathematics were 79 percent in the fall and 43 percent in the spring.

--The attendance rate of program students was significantly higher than the schoolwide rate.

In the first year of funding, the bilingual mini-school seems to be successfully fulfilling its objectives. Both staff and students reported considerable satisfaction with the program, while the project coordinator commented that probably the best thing that the program was doing was providing emotional and family-like support for the students. Overall, the High School Vocational and High School Equivalency Bilingual Program merits continuation and further development. However, the following recommendations for improvements are being made by the evaluation team:

-- Classroom space needs to be rearranged to reduce noise and distraction.

-- Program staff should consider ways in which parental involvement can be increased and enhanced.

-- The principal should consider giving the coordinator the authority to supervise teachers or making him a co-supervisor along with the existing A.P.s.

ACKNOWLEDGEMENTS

The production of this report, as of all Office Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. She has been assisted by Ida Heyman, who integrated material into the report and Carol Meyer, who has written the report summary. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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HIGH SCHOOL VOCATIONAL AND HIGH SCHOOL EQUIVALENCY
BILINGUAL PROGRAM

PARK WEST HIGH SCHOOL

Location:	525 West 50th Street New York, New York 10019
Year of Operation:	1983-84, first year of three-year funding cycle
Target Language:	Spanish
Number of Students:	145 Hispanic students
Principal:	Mr. Edward Morris
Project Coordinator:	Mr. Peter Miranda

INTRODUCTION

Park West's High School Vocational and High School Equivalency Bilingual Program is a basic bilingual secondary education program funded for fiscal year 1983-84 under the provision of the Elementary and Secondary Education Act (E.S.E.A.), Title VII. This funding period represents the first year of a new funding cycle. Additional funding came from Chapter I (E.C.I.A.), New York State Pupils with Special Educational Needs (P.S.E.N.), New York City tax levy, Module 5B, and the Transitional Program for Refugee Children (T.P.R.C.).

The program provides E.S.L. and bilingual instruction (where possible), and support services to approximately 175 limited English proficient (LEP) Hispanic students in grades nine to eleven. The program functions as part of a "mini-school" within the organizational structure of Park West High School, and carries out the overall job and career orientation that the

school normally provides to its English-speaking students. This is done via bilingual adaptation of New York City Board of Education, commercial, and project-developed curricula. Students further their training and awareness of U.S. culture by participating in program-sponsored career and cultural activities in addition to required and elective courses.

Staff enhance their ability to impart bilingual and vocational education to students via regular meetings, professional conferences, training workshops, and college courses. They also work with the program coordinator, bilingual resource teacher, and bilingual grade advisor to develop curricula and integrate a vocational orientation with the content areas.

Parent involvement is accomplished through twice yearly staff/parent conferences on student progress, report cards, and graduation requirements. Otherwise, parents participate primarily by discussing and approving program plans, attending cultural activities, and discussing their own children's problems with the family assistant and bilingual coordinator.

Data for this report were collected from formal and informal interviews with school and program administrators, teachers, students, and the family assistant (no parents were available); a review of the program proposal and records; a questionnaire completed by the program coordinator; and student achievement scores.

The aims of the report are to: describe the project's context, components, participants, and activities; present students' achievement and attendance data; analyze and interpret program and students' achievement data; and make recommendations for improving this and future programs' capacities to serve similar populations.

SCHOOL SITE

The High School Vocational and High School Equivalency Bilingual Program is one of several mini-schools within Park West High School located on the midtown west side of Manhattan. A modern, four-story concrete building erected in 1978, the school is set up to provide vocational training for 1,300 students. In 1983-84, there was a total register of 3,136 students. Fifty-four percent were eligible for free lunch. Approximately 48 percent were reading two or more years below grade level, with similar statistics for mathematics.

The school population is divided almost evenly between black and Hispanic students (see Table 1). Forty-five percent are black, and 49 percent Hispanic. The remaining six percent consists of Asian and white students. Asian enrollment is on the increase, and the bilingual mini-school now serves Cambodian, Laotian, Chinese, and Vietnamese students. School faculty and administration are much more ethnically homogeneous. The bilingual minischool provides most of the Hispanic and black faculty.

The school is linguistically diverse as well, although less than 10 percent of the students are classified as LEP. A member of the evaluation team heard Spanish, Khmer, Chinese, Vietnamese, Haitian Creole, and English spoken during visits, and not only among program students.

The bilingual mini-school is situated in two large, open, windowless spaces on the third floor. Classroom-like divisions are accomplished with screens and bookshelves. Program offices, classrooms, resource center, and locker areas are all easily audible and visible to one another. Several classes are held in traditional classrooms.

TABLE 1

Ethnic Composition of Students in the School

Ethnicity/Race	Number	Percent
Hispanic	1,536	49
Black	1,410	45
White (and other)	135	4
Asian	55	2
TOTAL	3,136	100

- The school population is divided almost evenly between Hispanic and black students: 49 percent are Hispanic and 45 percent are black.

COMMUNITY SETTING

The area around the school is primarily commercial, although there is some low to middle income housing (both tenements and projects) among the small retail businesses and industrial warehouses. The Times Square theater district is not far off with all its attendant social ills, and the industrial strip along the Hudson River provides considerable truck traffic. The nearby subway is heavily used by the students, most of whom come from Brooklyn, the Bronx, and other parts of Manhattan.

The population of the immediate area is more than 50 percent Hispanic, which is reflected in the common use of Spanish along with English in local businesses. Blacks and whites also call the neighborhood home.

Since the school is open-zoned, students come from other communities, predominately poor and working-class minority areas marked by extensive unemployment, welfare dependance, deteriorated housing, and limited social services. All program staff pointed to the effects of these conditions upon student health, attendance, and behavior.

II. STUDENT CHARACTERISTICS

Because of the entry criteria (extremely low or non-existent English proficiency), most program students are recent immigrants. Many have suffered considerable travails in their short lives, interrupting education, leaving behind families, facing oppression in their native countries, and then dealing with urban poverty and racism in New York City.

Program personnel point to distinctions among students stemming from their different cultural and immigration histories. Among Hispanics, Central Americans tend to suffer the most personal problems because of separations from family members. Dominicans tend to have received the least formal education. Puerto Ricans tend to have the most developed English skills. All of these students receive ample emotional support and linguistic role models from the Hispanic staff members. The Asian and Haitian students have a more difficult time linguistically since the program does not offer the necessary support services in their native languages; however, according to staff members, the Asian students tend to be more prepared academically than most of the Hispanics and Haitians.

Table 2 presents program students by country of origin. Nearly half of the reported students were born in the Dominican Republic; 20 percent were born in Puerto Rico.

The students are very aware of their ethnic identities and tend to group themselves accordingly. In one science class observed by a member of the evaluation team, Asians were clustered in the center, Haitians seated on the left side, and Hispanics were seated on the right. The teacher explained

that they did so to be able to help one another, since he could only provide explanations in Spanish and English. The observer was witness to several petty incidents of teasing or ridicule among the different groups, but also observed instances of inter-group cooperation and even dating. One student commented that while there were troublemakers, most students learned a lot from being together. Several Asians noted that they were beginning to learn some Spanish from being in program classes.

There have been periodic conflicts between program students and black students from the mainstream, culminating in violence. According to the bilingual coordinator and bilingual grade advisor, this is now in check and a kind of "balance of power" has been attained.

The program has a somewhat higher representation of males than females, particularly in the tenth grade. This is readily apparent in the classroom and is borne out by the figures in Table 3. Girls and boys also tend to act differently in different classes. In observed science and mathematics classes, the girls appeared to have retreated into silence, even though, according to the teacher, many were doing as well or better than the more vocal boys. The reverse was true in E.S.L. and Spanish classes, where the girls were more vocal. In social studies, a member of the evaluation team saw more of an even split, although the boys had a greater presence in class discussions due to their sheer numbers.

TABLE 2

Number and Percent of Program Students[a] by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	28	20
Dominican Republic	60	42
Cuba	2	1
Mexico	4	3
Honduras	4	3
Guatemala	2	1
El Salvador	4	3
Nicaragua	1	less than 1
Panama	2	1
Colombia	8	6
Ecuador	14	10
Peru	3	2
Chile	1	less than 1
United States	10	7
TOTAL	143	100

[a]Data for the Asian and Haitian students were not reported.

- Forty-two percent of the Hispanic program students were born in the Dominican Republic.
- The second largest group was born in Puerto Rico.

TABLE 3

Number and Percent of Program Students[a] by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	17	52	16	49	33	25
10	32	68	15	32	47	36
11	29	57	22	43	51	39
TOTAL	78	60[b]	53	41[b]	131	100

[a]Data were not reported for the Asian and Haitian students.

[b]Percent of program students.

- Male students outnumber female students in all grades.
- Most students were in the tenth and eleventh grades.

More than half the program students are overage when compared to the expected range for each grade level. This is most severe in the tenth grade but is a problem throughout the grades (see Table 4). Much of this overagedness can be explained by the fact that most students come from countries where the educational system does not parallel ours, or where education is not readily accessible. It may also be due to the number of students who are involved in the program's high school equivalency component.

Because of the program's mainstreaming policy, students are retained only as long as necessary to become English proficient. Once they are capable of handling classes in the main school, they leave the program.

TABLE 4

Number of Program Students[a] by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Total
14	2	0	0	2
15	10	3	1	14
16	9	11	6	26
17	7	21	11	39
18	4	5	19	28
19	1	6	9	16
20	0	1	3	4
21	0	0	2	2
TOTAL	33	47	51	131
Overage Students				
Number	21	33	33	87
Percent	64	70	65	66

Note. Shaded boxes indicate expected age range for grade.

[a]Data were not reported for the Asian and Haitian students.

- Over 60 percent of the program students are overage for their grade.
- The tenth grade has the highest percentage of overage students (70 percent).

Table 5 shows the number of students who have been in the program one year or less, and those who have participated in a previous bilingual program.

TABLE 5

Time Spent in the Bilingual Program[a]
(As of June 1984)

Time Spent in Bilingual Program	Number of Students[b] Grade 9	Grade 10	Grade 11	Total
<1 Academic Year	9	7	2	18
1 Academic Year	28	32	7	67
2 Academic Years[c]	0	13	26	39
3 Academic Years[c]	0	1	9	10
4 Academic Years[c]	0	0	6	6
5 Academic Years[c]	0	0	1	1
TOTAL	37	53	51	141

[a]Rounded to the nearest year.
[b]No information was available for the Haitian and Asian program students.
[c]Reflects previous participation in bilingual program at the school.

- Eighty-five students (60 percent) have been in the program for one year or less.

Students enter the program with very different academic preparation. They range in Spanish literacy from functional illiteracy, to one to three years below grade level, to advanced (college) level. The program is not specifically prepared to deal effectively with functional illiterate bilinguals. The program coordinator explained that usually such students were sent to another school better equipped to address their needs. Most of these students came from areas where schooling was not possible or where it was interrupted.

There are also close to 20 students who are pursuing a high school equivalency diploma (G.E.D.). These are overage returnees or potential dropouts who prefer to undertake a concentrated curriculum to exit more quickly than would be possible with traditional programming. They receive additional coaching to make up for gaps in their education to ready them for the G.E.D. test in Spanish.

The students' English proficiency varies from the most elementary level to a relatively advanced or transitional level. Those students who achieve sufficient English proficiency (based upon Language Assessment Battery [LAB] scores, school grades, and teacher recommendation) move on to mainstream classes (approximately 32 students did so in the 1983-84 year).

Students who qualify for program participation based on their LAB scores, may opt not to enroll. Reportedly, this is primarily due to their parents' perception that the bilingual program will retard their English acquisition. Such students take intensive English as a second language (E.S.L.) instruction and attend regular mainstream content-area classes.

III. PROGRAM DESCRIPTION

PROGRAM PHILOSOPHY

The program's primary goal is to develop students' English proficiency so that they may participate effectively in mainstream classes and be prepared to take a meaningful part in the U.S. labor market. This goal is attained by providing intensive E.S.L. instruction and gradually increasing (in a transitional manner) English usage in content-area instruction. The native language is used to allow students to progress academically at the same rate as students in the mainstream, and to assure mastery of content-area material. Use of the native language also serves to provide an emotionally supportive atmosphere for the students while they learn English.

While the program personnel are in greater accord than in past years, there is still no real consensus of opinion regarding the language policy of the program. Each of the people interviewed gave a different perspective. Since an E.S.L. program preceded the bilingual mini-schools some of the E.S.L. teachers do not agree that using the native language is the best way to address student language needs. Even the bilingual teachers fail to agree completely on the proportion of the native language that should be used for content-area instruction and mainstreaming criteria.

The friction between the E.S.L. and bilingual proponents has been eased primarily by the increased mainstreaming of program students and by hiring new E.S.L. teachers more amenable to functioning within a bilingual program. The program coordinator described the present situation as one of "peaceful co-existence."

PROGRAM GOALS AND OBJECTIVES

The program proposal describes its overall aim as the provision of "a bilingual-bicultural instructional program accentuating career and vocational training to meet the linguistic, cultural, and future employment needs of Hispanic LEP students already attending and those wishing to attend Park West High School." The program's long-term objectives are many and include increasing the self-image of the participating students, facilitating the attainment of further educational and vocational goals, and developing a good academic program that will positively influence the rest of the school population. The program further hopes to develop communication with parents, community, and outside agencies.

The following specific objectives are considered in this evaluation:

1) mastery of one objective per 20 days of instruction in English as measured by the Criterion Referenced English Syntax Test (CREST);

2) passing the high school equivalency examination (G.E.D.) (for students participating in the equivalency component);

3) passing teacher-developed criterion-referenced tests in mathematics;

4) increased reading achievement in Spanish as indicated by scores on the Interamerican Series, La Prueba de Lectura;

5) continued post-graduation training by at least 50 percent of the students (for students participating in the equivalency component);

6) improved attitudes toward school as measured by teacher-made pre- and post-questionnaires;

7) involvement of 50 percent of staff in outside staff development;

8) involvement of 100 percent of staff in in-service training and curriculum development;

9) school visits by at least 70 percent of parents once during the academic year;

10) participation of at least 40 percent of parents in school functions;

11) increased attendance rate of participating students to a level higher than that of the general school.

PROGRAM ORGANIZATION

The program structure is similar to that of previous bilingual programs in the school (see Figure 1); however, the program is even more autonomous than before. There is relatively little supervision by the assistant principal for guidance, and usually the program coordinator deals directly with the principal if there are serious needs or problems.

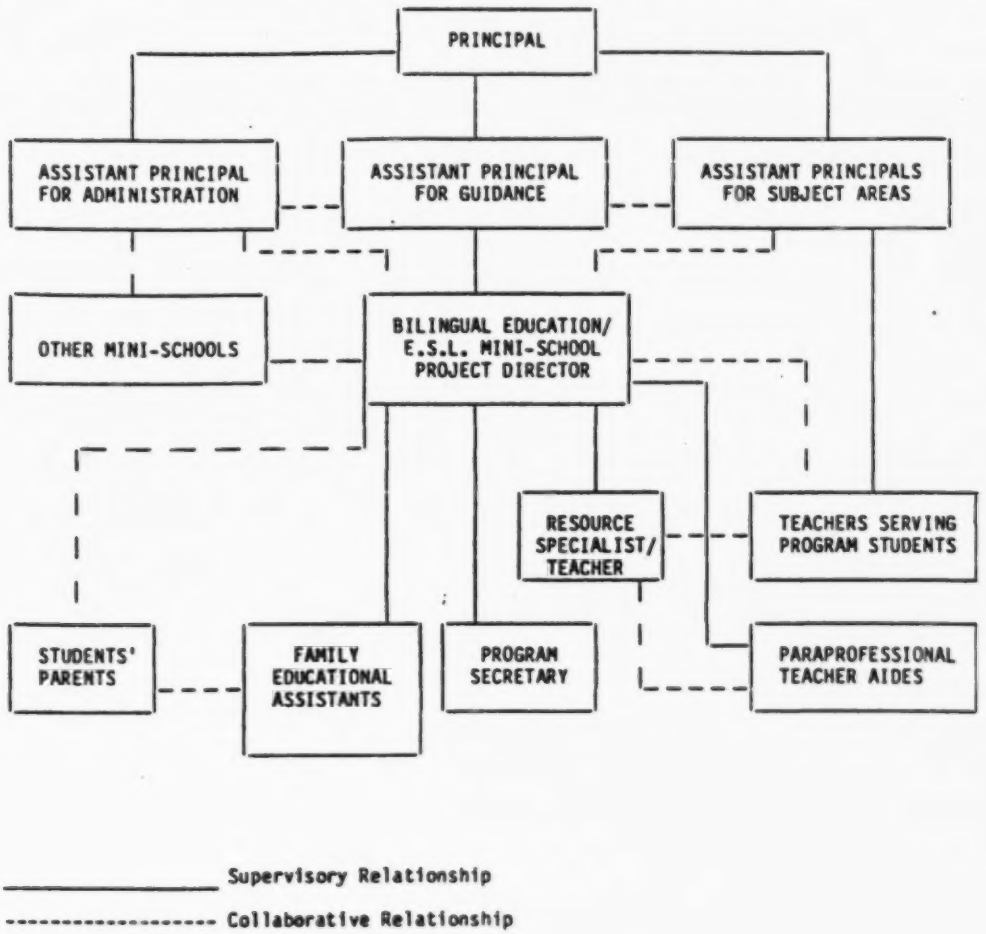
The coordinator is fully responsible for all aspects of program implementation. He supervises the administrative staff (a secretary, a family assistant, and an educational assistant); takes care of testing, proposal writing, and discipline; and has input into personnel decisions, curriculum development, and budget allocation. He takes part in the principal's cabinet meetings as the representative of the mini-school. The coordinator also teaches one course.

The coordinator is contractually prohibited from supervising teachers, a job which falls to the assistant principals (A.P.s) for the content areas. The A.P.s confer with him regularly.

As discussed at length in the evaluation of the previous Title VII bilingual program at the school, there are both positive and negative aspects to the increasing centralization of responsibilities for the bilingual mini-school. The 1982-83 evaluation of Project "At Your Service" recommended that the coordinator be given supervisory authority in order

FIGURE 1

Bilingual Mini-School: Organization Within Park West High School



to facilitate administration of the program. The coordinator indicated that he would support such a move if it were made (there are contract negotiations in progress), but he was not interested in actively pursuing it at that time.

STAFF CHARACTERISTICS

Appendix A lists staff members by function, and provides information relating to their education, credentials, and experience.

The coordinator is the third the school has had since bilingual programs were implemented. He has served in this capacity since 1981 and has successfully moved bilingual education from its initial floundering to its present equilibrium. He is bilingual in Spanish and English and communicates well with teachers, administration, students, and parents. He is described by all who work with him as strong and decisive yet flexible.

The bilingual resource specialist also serves the program as a part-time science teacher, and is primarily responsible for career placement and orientation. The grade advisor, a former program director, also serves the program as a bilingual social studies teacher. Although not a native Spanish speaker, he was trained in Latin America and can conduct instruction in Spanish. Both he and the resource specialist provide guidance to students, since it was reported by staff that there are inadequate guidance services in the school.

In general, the teachers are licensed in their assigned areas and have extensive experience in dealing with LEP students. The non-instructional staff are similarly experienced, and most are involved in pursuing higher education. Many of the teachers and paraprofessionals have worked

in prior bilingual programs at the school.

A member of the evaluation team spoke with most of the teachers and observed their classes. They all appeared to be qualified and competent, and the observer was impressed by their commitment and dedication to the students. Students confirmed this impression by commenting upon the emotional support given by the teachers and their overall satisfaction with the program.

FUNDING

The program draws from six sources of funding -- Title VII of the E.S.E.A., Chapter I of the E.C.I.A., New York City tax levy, New York City Module 5B, New York State Pupils with Special Educational Needs (P.S.E.N.), and the Transitional Program for Refugee Children (T.P.R.C.). Tables 6 and 7 show funding sources for all personnel. Funds were allocated according to the funding regulations, with the only exception being the part-time teaching assignment of the bilingual resource specialist. Funds were used as proposed. In general, tax levy is the major funding source for the instructional component, particularly the bilingual subjects, while state and city funds provide for E.S.L. teaching and paraprofessional assistance. Title VII supports the program administration, curriculum development, supportive services, staff development, parental involvement, and secretarial services.

TABLE 6

Funding of Instructional Component

Subject Area	Funding Sources	Number of Teachers	Number of Paraprofessionals
E.S.L.	Tax Levy	1.8	--
	Chapter I	1.0	1.0
	P.S.E.N.	1.0	1.0
	Module 5B	0.4	--
	Title VII	--	1.0
	T.P.R.C.	0.6	--
Reading (English)	Tax Levy	2.2	--
	Module 5B	0.4	--
Spanish	Tax Levy	1.0	--
Mathematics	Tax Levy	2.0	--
Social Studies	Tax Levy	2.0	--
Science	Tax Levy	0.6	--
	Title VII	0.4	--
	Module 5B	1.0	--

TABLE 7

Funding of Non-Instructional Component

Services	Funding Sources	Personnel
Administration	Title VII	Project Coordinator
Curriculum Development	Title VII	Resource Specialist*
	Title VII	Project Coordinator*
	Tax Levy	Grade Advisors and E.S.L. Teachers
Supportive Services	Title VII	Family Assistant
	Chapter I	Family Assistant
	Chapter I	Guidance Counselor
Staff Development	Title VII	Resource Specialist
	Title VII	Project Coordinator
	Tax Levy	Grade Advisor
Parental and Community Involvement	Title VII	Project Coordinator
	Title VII	Resource Specialist
	Title VII	Family Assistant
	Tax Levy	Grade Advisor
Secretarial and Clerical Services	Title VII	Office Aide

* These staff members spent 100 hours each formally on curriculum development, and will spend additional time during the summer months finalizing curriculum.

IV. INSTRUCTIONAL COMPONENT

STUDENT PLACEMENT, PROGRAMMING, AND MAINSTREAMING

The program determines student eligibility by using Language Assessment Battery (LAB) scores, as mandated by the Aspira Consent Decree. Bilingual instruction is offered to students who score below the twenty-first percentile on the English test along with a higher score on the Spanish version. Additional criteria include teacher interviews and placement tests in each language.

Most ninth- and tenth-grade students follow a similar program. As they are usually less proficient in English, they receive at least two periods of English daily and participate in mainstream vocational classes, along with content-area classes within the bilingual mini-school. Linguistic ability determines placement in English and Spanish courses; overall graduation requirements and career plans determine placement in contentarea courses. As students advance in their English proficiency, the number of E.S.L. courses decreases, the number of courses taught in English increases, and the use of English in courses taught bilingually increases.

It should be noted that programming is complicated by the fact that students vary considerably in their preparation before coming to school. Some have had little formal education, while others are at college level.

The G.E.D. students were originally programmed apart from the other LEP students, but this was found to stigmatize them. They now participate in the same classes as other program students and receive additional

preparation for the G.E.D. test which can be taken in English or Spanish.

As the program aims to mainstream as many students as feasible, English instruction is emphasized. English is introduced gradually into most of the bilingually-taught content-area classes, and intensive English training is provided by the different levels of E.S.L. classes. As students develop English proficiency and confidence, they are moved into all-English classes. LAB scores, teacher recommendations, grades, and interviews with students and parents determine readiness for transition into the mainstream.

Thirty-two students have been mainstreamed so far. This mainstreaming effort has been increasingly emphasized in past bilingual programs, and has contributed to the current program's increased acceptance within the school. Mainstream courses taken by bilingual students include mechanical drawing, aviation, computers, typing, art, culinary arts, electronics, and journalism. Although increasing numbers of students are involved in the mainstream, there is little formal follow-up on their progress outside the program.

Since its inception, the program has expanded its instructional offerings to cover a wide range of subjects and levels in both English and Spanish. Students with sufficient English proficiency further broaden their education by participating in mainstream vocational courses. Tables 8 through 10 display the actual courses offered in 1983-84. It should be noted that paraprofessional assistance is only available in the E.S.L. classes.

As in previous bilingual programs at the school, the curricular

emphasis has been on career orientation, which is incorporated into most of the classes as well as into extracurricular activities. Students report considerable satisfaction with the career awareness component and make regular use of the resource room services in planning their futures.

CLASSROOM OBSERVATIONS

Six classes were observed -- two E.S.L. classes (elementary and advanced), two classes taught in Spanish only (Spanish for bilinguals and global history 1), and two classes taught transitionally in English with Spanish for clarification (general science 2 and chemistry 2). The observations focused upon the clarity of the lesson objective, student groupings and participation, frequency and appropriateness of teacher assessment of student performance, teacher language usage, and appropriateness of classroom facilities and materials. In the E.S.L. classes, the role of the paraprofessional was also considered. A member of the evaluation team observed the lessons using a guide and briefly discussed with the teachers their views of the lessons, the students, and the overall program.

The elementary E.S.L. class consisted primarily of Hispanic students. As a result, the teacher, who understands Spanish, was able to allow the students to use Spanish to ask or respond to questions. She was also tolerant of "code-switching" among the students, although she used only English with them. The paraprofessional (who was responsible for collecting homework and giving individual attention to students who needed it) worked with the non-Hispanics to make sure that they too understood.

TABLE 8

ESL and English Reading Instruction 1983-84

Fall 1983	Number of classes	Avg. reg.	Classes per wk.	Curriculum*	Materials
ESL 1	1	20	10	Elem.	New Horizons 1 workbk. and text, Lifeskills I
ESL 2	1	22	10	Elem.	New Horizons 2, Access to Eng., Elem. Compos.
ESL 3	2	23	5	Inter.	New Horizons 3, Workbk., Lifeskills II
ESL 4	2	19	5	Inter.	New Horizons 4, Real Stories
ESL 5	3	20	5	Adv.	New Horizons 5, RSVP, Compos., Graded Ex., Amer. Eng.
ESL 6	2	21	5	Adv-Trns.	New Horizons 6, Writing Power
PSEN	1	19	5	Inter.	ESL 4 materials with more focus on spking.
Spring 1984					
ESL 1	1	16	10	Elem.	New Horizons 1, Workbk. and text, Lifeskills I
ESL 2	1	21	10	Elem.	New Horizons 2, Access to Eng., Elem. Compos.
ESL 3	2	20	5	Inter.	New Horizons 3, Workbk., Lifeskills II
ESL 4	2	16	5	Inter.	New Horizons 4, Real Stories
ESL 5	3	21	5	Adv.	New Horizons 5, RSVP, Compos, Graded Ex. Amer. Eng.
ESL 6T	3	22	5	Adv-Trns.	Lord of the Flies, Catcher in the Rye, Gen. writing, RCT prep.
Rding/Wrting	2	20	5	Adv.	Elem. Compos, periodicals, dialogues
Eng. A **	2	17	5	Elem.	Everyday Eng., dittoed material
Eng. B	1	24	5	Elem.	In Touch, Amer. Eng. 2 and 3, Periodicals
Eng. C	1	30	5	Inter.	New Horizons 5 text and workbk, Writing Power
Eng. D	2	29	5	Adv.	New Horizons 5, Writing Power
Eng. E	2	36	5	Adv.	Non-fiction stories, newspapers

*New ESL curriculum established 9/83

**These are reading classes and are only given to students who have achieved basic oral proficiency.

TABLE 9

Spanish Instruction

Course	Number of Classes	Average Register	Classes Per Week	Curriculum	Materials
		Fall 1983			
Spanish for Bilinguals	5	32	5	Reading Grammar Vocabulary Syntax	El Sombrero de Tres Picos
Native Language Arts*	1	17	5	Basic skills for semi-illiterates	Espanol para los bilingues N.L.A. curriculum
G.E.D.-Spanish*	1	15	5	G.E.D.-prep.	Barron's H.S. equiv., Gramatica Espanola, Cuentos y mas Cuentos
		Spring 1984			
Spanish for Bilinguals	5	31	5	Literature Syntax Vocabulary	El Sombrero de Tres Picos

*The N.L.A. classes were integrated with the regular program in the spring, as were the G.E.D. classes.

TABLE 10

Bilingual Instruction in Subject Areas

Course	Number of Classes	Average Register	Percent of Time Spanish Used	Percent of Materials in Spanish
		Fall 1983		
Global History 1	2	28	80	70
Global History 2	2	32	70	50
American History 1	1	26	40	40
Economics 1	1	29	30	30
Fund. Math 3	2	28	90	90
Algebra A	2	29	80	70
Algebra B	1	30	70	50
Algebra C	1	32	50	40
General Science 1	2	21	60	80
General Biology 1	2	27	50	80
General Biology 2	1	31	50	60
G.E.D. Math, Science	1	19	80	60
		Spring 1984		
Global History 1	2	28	80	70
Global History 3	1	27	70	50
American History 1	2	33	40	40
Economics 1	2	28	30	20
Fund. Math 3	1	34	90	90
Algebra A	2	30	80	70
Algebra B	2	26	70	50
Algebra C	2	26	50	40
Geometry 1	1	21	20	20*
General Science 1	1	30	60	80
General Science 2	2	30	20	20
General Biology 2	1	29	50	60
Chemistry 2**	2	21	20	20*

It should be noted that course offerings have been expanded since the previous bilingual program. For the first time, the program is offering geometry, and it has extended its algebra, economics, and chemistry offerings.

*This refers to project-prepared materials. Commercial materials are completely in English.

**The Chemistry 2 class was designed for students who had had some chemistry in their native countries.

The teacher used overhead projections, drawings, texts, group drill, dialogues, and written exercises to explain and review the differences between present and present progressive forms. The objective was clearly stated both orally and graphically and repeated throughout the lesson. All students (with the exception of one late arrival) appeared to be involved, with most participating actively by answering questions, going to the board, and asking for help. Indeed, the teacher made sure that no one went to sleep by keeping the pace lively and changing the form of presentation throughout the lesson.

The teacher was pleased with the group and expected most to move on to the next E.S.L. level. She stated that all of the students were very limited in their English proficiency upon arrival, but were progressing rapidly. The students expressed great satisfaction with their teacher, commenting unanimously that she made things both fun and clear.

Classroom facilities were excellent, since this was one of the few classes that met in an enclosed classroom. The room was modern, well-lit and ventilated, supplied with shelves for materials, an overhead projector, several blackboards, and many posters. The class was orderly and enthusiastic, and clearly a learning environment where productive work was taking place.

The advanced E.S.L. class was quite different. The students (Hispanic, Haitian, and Asian) were older, less enthusiastic, and more quiet. The teacher's style was rather dry and formal. There was much more emphasis on structure and less spontaneity. The paraprofessional's role was limited to passing out books and collecting homework.

The session observed consisted of learning vocabulary in context in order to understand the humor in a short story. The teacher presented terms on the board and asked for definitions. Troublesome words were pronounced in unison, but the teacher stressed individual work. Once the vocabulary was reviewed, the class silently read the story and answered questions at their desks. Then the questions were put on the board by individual students and reviewed.

The class was conducted entirely in English, and students used only English in their responses, although the teacher indicated her comprehension of Spanish and French by her comments and suggestions on how to remember certain things in English. There was some teasing among the students of different ethnic backgrounds with respect to their accents in English.

The physical space was very limited, since the classroom was on the edge of a large open space and situated next to the main entrance to the mini-school. Noise from other classes filtered in; however, the teacher and students seemed able to override this. There were periodic disruptions as people moved through the door, sometimes signaling to students in the class.

The Spanish class was held in a corner of the same large open space. In this case, it was difficult at times to follow the lesson due to the competition from the other classes which drowned out the soft-spoken teacher. The students were all Hispanic, as this was a class for bilinguals, and quiet and respectful in their demeanor. The teacher was Hispanic and very competent in her Spanish and literary analysis.

The lesson observed dealt with distinguishing certain closely related concepts in Lope de Vega's El Sombrero de Tres Picos through illustrations from the story. The teacher spoke most of the time, and asked questions which students could answer briefly. She used Spanish virtually all of the time, as did the students, with the exception of small stretches or phrases in English to further illustrate contrasts between terms by comparing Spanish and English.

The students were almost all involved in the lesson, and the few who were not did not disrupt the class in any way. The students took notes in Spanish, while the teacher talked. The teacher checked comprehension with constant questioning and affirmed corrected answers verbally. The students were allowed to disagree and participate openly without raising their hands. There was light joking. The atmosphere was relaxed and the lesson proceeded smoothly. The text and dictionary were referred to as ultimate authorities in disagreements.

After the terms were explained and the teacher satisfied that all understood, the class moved on to reading aloud and answering questions from the text. Students read well, although the text was very easy for some and considerably more difficult for others.

The global history class observed was taught completely in Spanish, and the students were all Hispanic. The teacher, who is a native speaker, can teach in English competently but elected to teach the course in Spanish to give the students preparation in discussing complex social issues in their first language. This also corresponds to the students' language proficiency: since this was a beginning level course,

few could participate effectively in English. The texts used were also in Spanish. (There is another global history class taught in both Spanish and English.)

The lesson observed covered the causes of the Russian revolution. Specific areas included the definition of revolution and its causes, the definition of socialism, and a characterization of the Soviet Union before and after the revolution. The objectives were written on the board and referred to several times during the lesson. The teacher also wrote down in outline form the students' responses to his questions.

The teacher's questions were directed toward making students analyze material critically rather than repeat rote learning. He encouraged them to base their responses on their own experiences and was gently supportive throughout. Most students were involved in the lesson, at least passively; about one quarter actually participated in the discussion. Sometimes the teacher asked students to answer; other times the students volunteered. There were great differences apparent in students' linguistic and theoretical preparedness, an observation corroborated by the teacher.

Noise from other classes was a severe problem for this class. The teacher was soft-spoken and low-keyed in style, and it was difficult for students to hear at all times or to pursue an active discussion.

The general science course was taught by a native Spanish speaker who was also competent in English. The course was described as transitional and was taught primarily in English with explanations and reinforcement in Spanish. The teacher had a high level of expectation for the students; most of whom were ninth or tenth graders and intending to take biology the following semester.

The class observed was held in a modern laboratory apart from the large open spaces of the other classes. The teacher was able to carry out simple experiments to illustrate his presentation on sound and vibrations, despite the fact that much science equipment has been stolen from the laboratories this year.

The students were all Hispanic, attentive, and respectful. They kept up with the quick pace of the teacher's presentation and took notes in English on the points outlined on the board. The observer noticed a clear difference between the behavior of the boys and girls. The boys (who outnumbered the girls) asked and answered more questions, participated more in the experiments, and in general were more vocal. Only one of the girls participated actively, although the teacher reported that the other girls were making good progress in the class.

The chemistry class observed was taught by the program's bilingual resource specialist, a highly competent Hispanic bilingual. Like the general science course, this was considered transitional, and since it was the most advanced level of science taught in the program, the students had a high level of English proficiency. Nevertheless, the teacher used Spanish to elaborate and reinforce the materials taught in English.

The students were ethnically mixed. About half were Hispanic, one quarter Asian, and one quarter Haitian. The teacher could only supply linguistic reinforcement for the Spanish speakers, but he and the students were open and joking about this limitation. The teacher had an engaging personal style and appeared to have a good rapport with the class.

The material was part of the standard high school chemistry curriculum, as was the text (in English). There were, however, none of the usual supporting materials because of thefts. For example, the teacher did not have a large periodic table essential to teaching the subject. The class was not held in a laboratory, but rather in a large open space. The aforementioned problems with noise affected this class as well, although the teacher's voice was strong enough to compensate.

Most of the students were paying attention and writing in their notebooks (in English), but one quarter (those on the outer ring) were distracted and disruptive. The teacher did reprimand them to get them back on task, but mainly just ignored the non-participants and continued with those who did want to work. Overall, the pace was quick, but the numerous repetitions (in both English and Spanish) assured that students were sufficiently exposed to the material.

V. NON-INSTRUCTIONAL COMPONENT

CURRICULUM AND MATERIALS

As in earlier years, the program used project-developed, commercially-prepared, and adapted New York City curricula. During the 1983-84 academic year, it developed and adapted the curricula listed in Table 11.

TABLE 11

Curriculum Development and Adaptation

Curriculum	Originally Developed	Adapted	Completed	In Process	Parallel to Mainstream	In Use
Chemistry					X	X
American History					X	X
Global History	X			X	X	X
Algebra A,B,C		X		X	X	X
E.S.L.		X				X
Spanish	X	X				X
Economics				X	X	X
Career Education	X			X	X	X

According to the coordinator, all curricula conform with the regulations established by the New York City Public Schools and the New York State Department of Education. Bilingual curricula parallel the mainstream curricula with greater emphasis on Latin American and Caribbean issues and concerns. Texts and other materials are in English and Spanish, depending

on the course involved. Additional bilingual materials are available in the resource library, which boasts an ever-growing collection of reference books.

Curriculum development has been primarily the responsibility of the bilingual resource specialist, although the grade advisor, other teachers, and the project coordinator have also participated.

SUPPORT SERVICES

The bilingual mini-school provides personal guidance, academic and career counseling, school and social services referrals, family contacts, and parent education. Appendix B presents the types of services offered, the staff responsible for their delivery, and the project coordinator's assessment of their effectiveness.

Guidance

Guidance is provided by the Chapter I guidance counselor with the assistance of the bilingual family assistants, resource specialist, grade advisor, and project coordinator. The school guidance counselors have exceedingly heavy case loads, and cannot be relied on to deal with the on-going problems of the program students. The project coordinator and a guidance counselor said that guidance is mostly paperwork and administrative details, not personal counseling, and that there is a lack of sufficient guidance services to program students.

Academic and Career Counseling

Students receive most of their academic and career counseling from the bilingual resource specialist and the grade advisor. These individuals hold regular sessions with students after school to present different

alternatives for their futures and provide them with the necessary information and materials. A member of the evaluation team was present at one such session held by the grade advisor to inform about 10 students of job possibilities in the area of marine mechanics.

In an interview, the bilingual resource specialist showed the many pamphlets, catalogues, application blanks, and achievement and aptitude tests that he made available to students on a regular basis. One side of the resource room was lined with such materials, and several students came in during the interview to use their free time to consult them. The resource specialist also explained how he tried to inculcate in the students an orientation toward planning and decision-making by obliging them to actively pursue their interests and the prerequisites for their career choices. He said that he did not "spoon-feed" them, because they needed to be able to come to informed decisions by themselves and carry out independently the steps necessary to achieve their goals. He saw this as a valuable learning experience that would help them in whatever future they chose.

Students indicated that they were happy with the counseling and services they were receiving in this program. Several pointed out they would have had a hard time getting together all the materials that the bilingual resource specialist provided for them upon request.

Referrals

In-school referrals are made by teachers, administrators, or family assistants. They may also be initiated by the students. Usually such referrals are to guidance counselors, department chairs, career counselors,

or to the Office of Volunteer Services. Most are the result of problems in students' attendance, academic performance, and behavior.

Within the program, problems are usually spotted by teachers and referred to the family assistants, who then meet with the students to resolve the problem. If the problems are severe, parents are asked to come in. A member of the evaluation team was witness to one such case in which a young man was found to have been gambling on school premises with other boys. His mother was informed of the situation and called in. Both she and the family assistant reasoned with the boy and explained why such behavior was unacceptable. The boy seemed most moved by his mother's statement that she could not afford to lose work to come in to deal with such problems.

Outside referrals are made to different social service agencies. The program relies upon the Puerto Rican Family Institute for psychological services, the Cooperative Work Agency for financial aid, Aspira of New York for job and career counseling, and The Door for recreation. Both the program staff and the students expressed great satisfaction in this facet of the program's services. The bilingual program has become a kind of clearinghouse for the students.

Family Contacts

Families are contacted by telephone, by mail, and very occasionally by home visits. The family assistant reported that most contacts are made by phone or verbally through the students; however, there are often great problems in reaching parents who work or who do not have phones.

This communication takes place primarily in Spanish, although English is used when appropriate. Interactions with parents (as witnessed by a member of the evaluation team) are sensitive, empathetic, courteous, and respectful. It appears that this treatment contributes to the positive attitudes toward the program expressed by parents in the project continuation proposal.

Most parent contact centers on the problems (academic or personal) of their children or certain cultural or educational events sponsored by the school.

Parental Involvement

The program operates an open school day and night twice a year for parents to meet teachers, discuss report cards, talk about their children's problems and futures, and learn about the school's offerings. A yearly orientation meeting serves to further their understanding of the bilingual program and its benefits for their children.

According to the project director, the Parent Advisory Committee met six times during the year. The project coordinator explained that the turn-out was so small for evening adult education classes that they had been discontinued. He felt that given the open-zoned nature of the school, it was unrealistic to expect more participation than already existed.

The program proposed that 70 percent of the parents would visit the school once a year and that 40 percent of the parents would attend program- and school-sponsored events. The project coordinator pointed

out that about 100 pounds visited the program during the year thus meeting the objectives.

STAFF DEVELOPMENT

Two program objectives aimed at improving the capacity of the program staff to provide a bilingual and vocational education for the students. During 1983-84, these objectives were met through monthly program meetings, participation in main school meetings, Title VII meetings, career, college, and G.E.D. orientations, workshops held by the Board of Education and the Hunter Bilingual Education Multi Functional Support Center and conferences sponsored by New York State Association for Bilingual Education, Title VII, Columbia University, Adelphi University, and District 4. In addition, program staff and teachers were enrolled in various graduate courses.

CAREER DEVELOPMENT

Career awareness is primarily developed via integration of career orientation with the curriculum whenever possible, guidance from the resource specialist for both teachers and students, an annual Career Day Conference, and participation in the career schools at Park West.

STUDENT SATISFACTION

In informal encounters, students expressed considerable satisfaction with the bilingual program. Their behavior, for the most part, confirms this, as these students are respectful, enthusiastic, and verbal. The impression was that the program students were better disciplined, more cooperative, and happier than many of the other students seen in the

hallways, stairwells, cafeteria, and classrooms of Park West. Program staff echo this impression, pointing to the small size of the mini-school and the cultural traditions of the students as major factors.

Program students tend to have better attendance records than main school students, and participate less in truancy and substance abuse or crime. Program staff feel that this is due to the family atmosphere created within the program. Each teacher takes on the responsibility of intervening whenever problems or potential problems arise, and communication among the staff regarding such problems is excellent. The project coordinator quite openly stated that probably the best thing the program was doing was providing emotional and family-like support for the students, and the students spoken to agreed.

The program proposed to assess students' attitudes towards the school and the program with teacher-developed pre- and post-questionnaires; however, data in this area were not provided.

VI. FINDINGS: STUDENT ACHIEVEMENT AND ATTENDANCE

This section presents the evaluation findings concerning student achievement and attendance and are presented by objectives, as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

ACQUISITION OF ENGLISH SYNTAX

-- At least 70 percent of the students receiving E.S.L. instruction will have mastered one objective per 20 days of instruction as measured by the Criterion Referenced English Syntax Test (CREST).

The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pretest and posttest are computed to represent the gain score, and an index which represents the number of objectives mastered per month is computed by dividing the mean gain by the average months of treatment. Extensive information on CREST objectives and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

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*Board of Education of the City of New York, Division of High Schools, 1978.

The CREST was administered at the beginning and end of both the fall and spring semesters. As stated, the objective was not met during either semester: 68 percent of the program students mastered one or more CREST objectives in the fall while 63 percent of the students did so in the spring.

Number of Objectives Mastered	Fall		Spring	
	N	Percent	N	Percent
Less than 1	36	32	22	37
1 or more	77	68	98	63

However, when test level is taken into account, somewhat different results are obtained. Table 12 presents the means for students who were pretested and posttested with the same test level during each semester.

Examination of Table 12 reveals that in the fall, an average of approximately 2 objectives per month were mastered by students who were tested on CREST Levels I and II. The rate of mastery for students who were tested on CREST Level III was approximately 0.6 objectives per month. In the spring, students who were tested on CREST Levels I and II mastered an average of 1.6 objectives per month, while students tested on CREST Level III mastered 0.8 objectives per month.

Students tested at Level III had lower performance rates than those tested at lower levels, partly because mastery of objectives takes longer at that level. The program objective assumes that progress is linear. The achievement of Level III students suggests that it is not.

TABLE 12

Results of the Criterion Referenced English Syntax Test

(Program Students Pretested and Posttested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	31	7.8	14.6	6.8	3.0	2.3
II	49	12.6	17.8	5.2	3.0	1.7
III	19	10.0	11.9	1.9	3.0	0.6
TOTAL	99	10.6	15.7	5.0	3.0	1.7
			Spring			
I	25	10.7	15.1	4.4	3.0	1.5
II	38	8.7	13.9	5.2	3.0	1.7
III	53	9.2	11.7	2.8	3.0	0.8
TOTAL	116	9.3	13.1	3.8	3.0	1.3

*Posttest minus pretest.

- In both the fall and spring, students exceeded the program objective by mastering more than one objective per month of instruction.
- More students were tested on Level III in the spring than in the fall.

NATIVE LANGUAGE READING AND COMPREHENSION

-- Students who receive a full year of instruction will increase their performance in Spanish at the .05 level of significance.

The assessment instrument used to measure gains in reading and writing in Spanish was the Prueba de Lectura, Level 3. The Prueba de Lectura is part of the Interamerican Series of Tests published by Guidance Testing Associates to evaluate achievement in Spanish for Spanish-speaking students from the Western hemisphere. The Prueba de Lectura, forms CE and DE, Level 3 correspond to grades four through six. However, the publishers recommend that local norms be developed for tests.*

In accordance with the program objective, students' pretest and posttest performance was compared with the expectation that posttest scores would be significantly greater than pretest scores. Statistical significance was determined through the application of the correlated t-test model.

The pretest and posttest raw score means and standard deviations are presented in Table 13. Data for both tests were available for 135 program students (93 percent of the total). Students in all three grades showed statistically significant gains on the posttest ($p < .001$). This demonstrates that the difference between the pretest and posttest mean scores is larger than would be expected by chance variation alone, and the program objective was met.

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*Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

TABLE 13

Native Language Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores of Program Students with Full Instructional Treatment on the Prueba de Lectura, Level 3, by Grade

		Pre-Test		Post-Test		Difference	
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
9	35	57.5	27.9	67.0	26.7	9.5**	2.1
10	50	50.3	24.9	64.9	23.9	14.7**	14.7
11	50	68.3	22.5	79.8	23.2	11.5**	12.8

**Significant at the .01 level of significance.

•Students in all grades achieved significant improvement in their test scores as indicated by the effect size.

HIGH SCHOOL EQUIVALENCY EXAMINATION

-- At least 60 percent of the students participating in the high school equivalency component will pass the high school equivalency examination.

According to the project director, not enough students wanted to participate in high school equivalency classes, and, therefore, the class was not offered. The project director also indicated that he was in the process of eliminating this objective for subsequent years.

MATHEMATICS

-- At least 70 percent of participating students would pass teacher-made examinations in individualized mathematics courses.

Data were available for program students enrolled in the following mathematics courses: remedial, fundamental, pre-algebra, algebra, and geometry. Table 14 presents the passing rates for program students enrolled in these courses. For illustrative purposes, the table also presents the performance of program students in social studies and science.

The overall passing rate in mathematics courses was 79 percent in the fall semester and 43 percent in the spring. The program objective was achieved at every grade level during the fall semester. There was a decrease in student performance in the spring; the objective was not met during this semester.

TABLE 14

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects

Content Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Total N	Total % Passing
			Fall					
Mathematics	30	77	48	81	53	77	131	79
Social Studies	30	77	47	72	53	89	130	79
Science	28	89	39	92	51	72	118	83
			Spring					
Mathematics	34	38	52	39	51	51	137	43
Social Studies	35	63	50	56	52	71	137	63
Science	33	82	52	71	51	80	136	77

- Overall passing rates declined from fall to spring.
- The highest passing rates were achieved in science courses both semesters.

ATTENDANCE

-- The attendance rates for program students would be higher than that of the overall high school students.

Attendance rates for program students are presented in Table 15 by grade. The program attendance rate (72 percent) was 12 percentage points higher than the schoolwide attendance rate (84 percent). A z-test* ($z = 2.96$) for the significance of a proportion indicated that the difference in attendance rates is statistically significant. Thus the program objective was met.

Table 15

Attendance Percentages of Program Students

Grade	Number of Students	Mean Attendance	Standard Deviation
9	35	82.6	18.4
10	51	83.9	15.2
11	52	83.9	16.6
Total	138	83.9	16.4

School attendance rate = 72.26 z=2.96

*Bruning, James L. and Kintz, B.L., Computational Handbook of Statistics, 1968, page 197.

VII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In this first year of funding, the program appears to be in good condition and, in general, successful in fulfilling its objectives. It offers a bilingual education to students who would otherwise not be able to profit from their high school experience. It also provides them with an emotionally supportive and culturally affirming environment in the midst of what is often a bewildering and frustrating situation for the recent immigrant.

Student achievement objectives were met in English language development, in native language performance, in fall mathematics classes, and in attendance. Although not program objectives, students achieved high passing rates in fall social studies classes, and science courses both semesters. Possible explanations for the sharp decline in mathematics performance from fall to spring should be sought by program staff so that this situation can be remedied as quickly as possible. Objectives concerning students' attitudes toward school and the program, and performance on the High School Equivalency Examination could not be assessed since data were not provided.

Although attendance data were not available to address specifically the staff development and parental involvement objectives, the project coordinator felt that activities and participation fell within the goals set out in the program proposal.

The bulwark of the program continues to be its staff. Both the administrative and teaching staff are extraordinarily dedicated, putting in long hours and taking an interest in the students above and beyond their contractual responsibilities.

Organizationally, the program is even more autonomous than similar programs in the past, yet the coordinator still does not supervise program teachers. The program administrators have been conscious of the need to reach out to families to meet the needs of their LEP children and build support for the program's activities. Its parent education and family contact efforts have been directed toward that end. The program has also established working relations with a number of outside agencies and universities, further extending its capacity to provide for the students' needs.

Overall, the High School Vocational and High School Equivalency Bilingual Program merits continuation and further development.

RECOMMENDATIONS

1. Physical plant -- There appears to be a great need for a better arrangement of space for the bilingual mini-school. The current "open classroom" situation presents problems of noise and distraction. It is recommended that the mini-school enter into negotiations with the principal to rotate existing classrooms among the various mini-schools so that all may benefit from more optimal conditions.

2. Parent education and involvement -- While the program appears to have met its objectives with regard to parental involvement, and there are more parents reported as participating in program events than in any

of the other mini-schools, it still appears that the program has not fully utilized the parental support that exists to strengthen the program and facilitate the instructional task of the staff. It is recommended that the staff seriously consider what role parents could play in the program besides attending cultural events and dealing with their individual children's problems. For example, parents might meet periodically to discuss program progress and to recommend possible changes for improvement.

3. Program organizational structure -- The present internal structure of the bilingual mini-school appears to be working well. However, the coordinator remains contractually prohibited from supervising the teachers within the program. It is recommended that the principal consider appointing the coordinator to a supervisory function or as a co-supervisor along with one of the already-existing A.P.s.

VIII. APPENDICES

APPENDIX A

Staff Characteristics: Professional and Paraprofessional

Function(s)	% time for each function	Date Appt'd	Education (degrees)	Certification	License(s)	Total yrs. exp. in ed.	Biling. exp.	ESL exp.	Other exp.
Project Director	100	10/81	M.A. Adv.Cert.Adm.	NYC NYS	Spanish-Day High Adm-Supv.	16	12	5	U.S. Army-Spanish; MDS Bil. Schl. Dir.-private
Resource Specialist Bilingual Science T.	90 10	9/81	B A.-Science plus grad. credits	NYC	Biology-Day High Chem/gen. sci.	5	5	0	Public Schl. in Panama
Bilingual Soc. Stud. T. Grade Advisor	60 40	9/79	B.A.,M.A., Adv. Certif. in Ed. Admin.	NYC NYS	Biling. Soc. Stud. Day High	11	11	0	Taught in Mexico
Bilingual Science T.	100	9/81	M.A. in Ed. Sci. plus 18 postgrad. credits	NYC NYS	Bil. Bio. and Gen. Science	14	10	0	Community rel. wk.
Bilingual Soc. Stud. T.	100	9/82	B.A.,M.A.,	NYC NYS	Biling. Soc. Stud. Day High	8	8	4	
Bilingual Math T.	100	9/82	B.A. plus 30 credits	NYC NYS	Bilng. Math Day High	3	3	0	Taught in Cuba
Bilingual Math T.	100	9/83	M.A.	NYC NYS	Biling. Math Day High	3	2	0	Taught in Puerto Rico and Boston
Spanish T.	100	9/82	B.A. plus 30 credits	NYC NYS	Spanish Day High	3	3	0	
English/ESL T.	100	9/81	M.A. plus 30 credits	NYC NYS	Spanish Day High	16	4	2	
English/ESL T.	80	9/83	M.A.	NYC NYS	English Day High	4	0	4	
ESL T. (Ch. 1)	100	9/70	B.A. plus 30 crddits	NYC NYS	ESL Day High	14	0	14	Peace Corps

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APPENDIX A (cont.)

Function(s)	% time for each function	Date appt'd	Education (degrees)	Certification	Licenses	Tot. yrs. ed. exp.	Bilng. exp.	ESL exp.	Other exp.
ESL T. (PSEN)	100	9/82	B.A. plus 30 credits	NYC NYS	ESL Day High	12	21/2	2 1/2	10 yrs. French
ESL T. (BTL)	100	9/83	M.A.	NYC NYS	ESL Day High	4	0	4	
Title VII Bilingual Family Assist.	100	9/83	100-plus undergrad. credits 100 plus under						
Title VII Paraprof.	100	11/83	100-plus undergrad. credits						
Ch. I Paraprof.	100	11/83	H.S. diploma				3	3	
BSEN paraprof.	100	9/83	undergrad.						
office aide	100	11/83	100-plus undergrad. credits						

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Support Services Offered to Program Students

Type of service	Description	Staff responsible	Frequency of service	Language	director's assessment of effectiveness
COUNSELING					
Academic	class visits workshops, tutoring	Title VII staff and teachers	on-going	bilingual	very effective
Personal	probl. resol.	all above	on-going	bilingual	"
Career	Aspira Club, Coop program, TOLLEPS progr.	proj. dir. res. spec. grade adv. guidance counselor	on-going	bilingual	"
College	college visits h.s. fair volunteer grp.	res. spec., grade adv.	on-going	"	"
Individual		Title VII, esp. family assistant	on-going	"	"
Group		proj. dir. res. spec.	monthly	"	"
REFERRALS					
in-school	to counselors, deans, volunt. services	teachers, dir., res. spec., fam. assist.	on-going	"	"

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